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ABSTRACT

How academic programs might go about making evaluation more useful, thus making critical reflection more likely, is the central purpose of this book. The chapters are: (1) "The Concept of Academic Quality"; (2) "Motivation for Quality Work"; (3) "Evaluating Quality in Academic Programs"; (4) "Creating the Engaged Department"; (5) "Negotiating Departmental Values"; (6) "Findings Evidence of Quality and Quality Evidence"; (7) "Making Meaning of Quality Evidence"; and (8) "Enhancing Departmental Quality." An appendix discusses: "Departments That Work: What They Do." (Contains 5 figures, 1 table, and 91 references.) (SLD)

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